

**THE INFLUENCE OF SUMMARIZING STRATEGY TOWARDS
STUDENTS READING COMPERHENSION IN DESCRIPTIVE TEXT AT
THE FIRST SEMESTER OF THE GRADE EIGHTH OF SMP WIRATAMA
MANDALA ULUBELU IN ACADEMIC YEAR OF 2020/2021**

A Thesis

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CHAPTER I INTRODUCTION

A. Background of the Problem

In learning English, some skills must be mastered, there are four skills of language are listening, speaking, reading, and writing. These skills have a relationship. As Bull stated that listening is an activity to get the meaning from the oral language. Speaking is talking to somebody about something that used voice to say something. Then, reading is a way to get knowledge of information from printed pages such as textbooks, newspapers, magazines, and other sources like an internet website.¹ Raimes stated writing is a medium for communication, it helps us connect to others, and then the reader must understand the purpose of our writing, what we are going to inform or to say.² One of the purposes of teaching English is students are expected to have good reading comprehension.

Reading is useful for other purposes and a good thing for language study. It is a process involving recognition, comprehension, and fluency of the text that has to be mastered by the students. By reading, students can improve their comprehension, knowledge, and insight. Reading a text provide opportunities to know the new vocabulary, punctuation, grammar, and the way we construct the sentences paragraph and texts. It means that Reading is

¹Victoria Bull, *Oxford Learner's Pocket Dictionary* (New York: University Press, 2000), p. 414

²A. Raimes. *The technique in Teaching Writing*. (England: Oxford University Press 1983), p. 129

not just read a text but also understand the content of a text and the meaning of sentences.

Reading and writing activities are influenced by one another. Reading is a way for people to write. Learning to write from what is read. It means that after reading they can rewrite what they have read. The students can apply their ideas into writing form as the post of reading activities. If the students have good reading comprehension, automatically it makes them easier to write because they can remember and understand the specific information they have got from the text.

In the preliminary research at the eighth grade students at SMP Wiratama Mandala Ulubelu, the writer interviewed Mr. Febrias the English teacher about the student's comprehension in mastering English, especially about their reading. He said that the student's comprehension in reading is still low especially in descriptive text because the students have difficulties in understanding the content of the material and the students did not have good reading comprehension. The lack of vocabulary and knowledge of structure make the students can not read well. To get the point the teacher should be active to motivate the students to practice their skill in such a way.

Table 1
Students' Reading Score at the Eighth Grade of
SMP Wiratama Mandala Ulubelu

No	Score	The number of students			Total	Percentage
		VIIA	VII B	VII C		
1	<70	25	24	22	71	62.28%
2	≥ 70	13	15	15	43	37.72%
Total		38	39	37	114	100%

Source: Document SMP Wiratama Mandala Ulubelu

After having an interview with the teacher, it has seen the problem above is also caused by some factors, such as their low motivation in the learning process, the students have difficulties in understanding the content of the material. One of the factors is probably the method and strategy of teaching. In the teaching and learning process, the teacher usually used the 3-2-1 strategy, and students get some difficulties in understanding the content of the text and felt bored in reading the text.

Based on the explanation above, the use of the 3-2-1 strategy less effective strategy in teaching reading skills, so that in this case the writer offers the other strategy in teaching reading skills. An alternative strategy is using a summarizing strategy. Summarizing provides students to articulate their understanding of what they have to read. As students explore ideas, they can extract and organize information from the text. They get practice in using vocabulary and sentence patterns they found in the reading into written form. Through writing as the post of reading activities, it is expected that it can improve students' reading comprehension.

There is some previous research about reading comprehension as follows: firstly by Fitriana "The Influence of Using Graphic Organizer towards Students' Reading Comprehension at the Second Semester of the First Grade of SMPN 21 Bandar Lampung in 2011/2012 Academic Year. Fitriana said that teaching reading using the graphic organizer technique could arise the students' interest and it can create a good atmosphere and can motivate the students in learning English.³

The second is Wenni "The Influence of Using RAPQ (Read, Ask, Put and Question) towards Students' Reading Comprehension at the Second Semester of the Tenth grade" Wenni said that the RAPQ technique can improve students' reading comprehension. It is supported by the scores the students achieved, in which they received a higher score after the writer gave the treatment.⁴

The research findings showed that the affected reading comprehension of the students' performance in vocabulary mastery. As the influence is a positive one, it supported the basic assumption that the student who got a high score in reading comprehension test, he would get the score in vocabulary as well. It means that the better he performs in comprehension, the more students have many stocks of words.

³Fitriana Shalihah, *The Influence of Using Graphic Organizer towards Students' Reading Comprehension at The Second Semester of the First Grade of SMPN 21 Bandar Lampung in 2011/2012 Academic Year*, thesis, Universitas Islam Lampung Negri 2012, p. 45.

⁴Wenni Rossalina *The Influence of Using RAPQ (Read, Ask, Put and Question) Towards Students' Reading Comprehension at the Second Semester of the Tenth grade of MA Nurul Iman Sidodadi Pardasuka in Academic year 2011/2012*" thesis, Universitas Islam Lampung Negri 2012, p. 50.

The third was done with the title “Summarizing strategies and writing ability of Iranian intermediate EFL Students” by Khoshsima and Rabani. The result of this research presented there is a positive effect of summarizing strategy training on experimental students’ writing products has been confirmed. The findings support the theoretical prediction about the effectiveness of strategy instruction and findings of earlier researches on explicitly strategy instruction on writing ability.⁵

Based on the discussion of the previous study, it can be concluded that there is a significant difference in this research with previous ones. The difference lies in the topic and skill applied. The first previous research of Fitriana focuses on Using Graphic Organizer towards Students’ Reading Comprehension with the result of the research is a Graphic Organizer towards is a good way for teaching and learning. The second previous research of Wenni focus on Using RAPQ (Read, Ask, Put, and Question) Towards Students' Reading Comprehension with the result of the research is there is a significant correlation between vocabulary mastery and reading comprehension. Then the last previous only focuses on summarizing strategies and writing ability with the result presented there is a positive effect of summarizing strategy and students’ writing.

Many activities can be done in the strategy, but the writer just focused on writing a summary. In the writing summary, the students can use their own

⁵Hooshang Khoshsima and Maryam Rabani Nia, *Summarizing Strategies and Writing Ability of Iranian Intermediate EFL Students*, (International Journal of Language and Linguistics, Chabahar Maritime University Iran, Vol. 2, No. 4, 2014).

words or language if those will motivate them. A good reader will be easier to write because they can comprehend the reading texts what they have read.

So, this problem interacted with their reading comprehension. The writer also found that the teacher had never used summarizing activities in teaching reading. According to Brown in Nguyen, Summarizing is a strategy that allows students to understand what is being read and is therefore it helps them retain important ideas and information given in a particular text.⁶

Based on the meaning above, the writer concluded that summarizing is effective to apply in the teaching reading, because it is good strategy. This strategy helps teacher to make situation in learning process to be effective and students are easy to understand the material in reading text.

Therefore, the writer proposed research entitled “The Influence of Summarizing Strategy towards Students’ Reading Comprehension in Descriptive Text in the first semester of the eighth grade at SMP Wiratama Mandala Ulubelu in the academic year of 2020/2021.”

B. Identification of the Problem

Based on the background of the problem above, the problems which were identified as follows:

1. The students’ comprehension in reading was still low especially in descriptive text.

⁶Nguyen Buu Huan, *Summarizing Strategy: Potential Tool Promote English As A Foreign Language (Efl)*, (European Journal Of Education Studies, 2017: Volume 3).

2. The students' have difficulties in understanding the content of the material.
3. The students' have lack of vocabulary and structure in reading
4. The students' have low motivation in learning process
5. The teachers' strategy was not interested and made the students' felt bored in reading the text.

C. The Limitation of Problem

From the identification above, the writer focused and emphasized the research on the influence of summarizing strategy toward students' reading comprehension especially in the descriptive text in the first semester of the eighth grade at SMP Wiratama Mandala Ulubelu in the academic year of 2020/2021.

D. Formulation of the Problem

Based on the identification of the problem above, the writer formulated the problems as follows: was there any significant influence of using summarizing activities towards students' Reading Comprehension?

E. The objective of the Research

The objective of the research was to know whether there was any significant influence of using summarizing strategy comprehension towards students' reading comprehension in the first semester of the eighth grade of SMP Wiratama Mandala Ulubelu in the academic year of 2020/2021.

F. Significance of the Research

The significant of the research are as follows:

1. Theoretically,

The result of the research can be employed as a useful reference for future experimental research with similar interests, especially summarizing strategy and reading comprehension.

2. Practically,

- a. For the teacher, it can be a source of information and knowledge about the kind of teaching strategy especially in reading comprehension, and also it can be implemented by the teacher in teaching-learning English to comprehend students' reading.
- b. For the students, the finding of this research will motivate them to practice more than they did before and encourage them to learn English well.
- c. For other writers, the results of this study are expected to be one of the resources to get the larger knowledge and experience about how to teach English by using a summarizing strategy, especially to teach the second-semester students of junior high school.

G. Scope of the Research

1. The subject of the research

The subject of the research was the students of the first semester of eighth grade of SMP Wiratama Mandala Ulubelu in the academic year of 2020/2021.

2. The object of the research

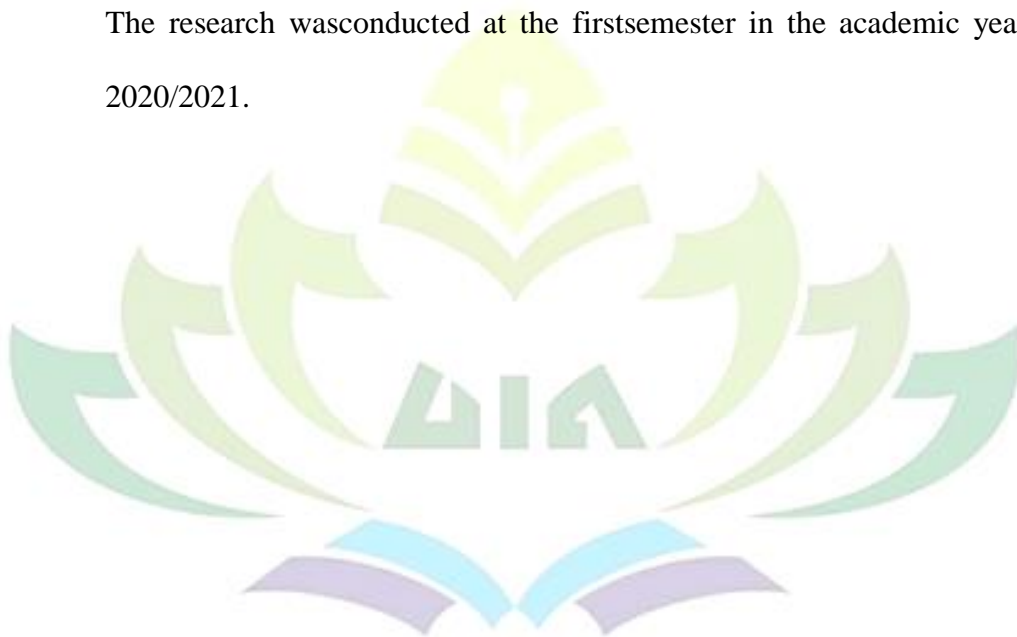
The object of the research was the use of a summarizing strategy towards students' reading comprehension.

3. Place of research

The research was conducted at SMP Wiratama Mandala Ulubelu.

4. Time of the research

The research was conducted at the first semester in the academic year of 2020/2021.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

Teaching language is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners acquire the language (learning theories). Differences in language theories may affect the selection of teaching methods. A method, that is based on the assumption that we learn another language as a child learns his native language (L1), will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue.⁷

The context of English language teaching in Indonesia is inescapable from its role, considered more as a foreign language rather than a second language. In a setting where English is a foreign language, students usually learn with low intrinsic motivation.⁸ English may be deemed irrelevant to students' needs because the language is not part of everyday life. In this setting students usually learning in one large class consisting of 40-50 students with a limited number of meetings. On the other hand, in a setting where English is a second language, students have high intrinsic motivation because language is a part of everyday life. By living in a second language environment, students have a higher chance to use the language

⁷Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2000, p.20

⁸Sugeng Susilo Adi, "Communicative Language Teaching", Available on sugengadi.lecture.ub.ac.id/.../communicative-language-teaching-is-it-app. Accessed on (January 28, 2012)

whether to communicate with others or for professional needs, as in looking for a job. Even though the use of English in Indonesia whether written or spoken is increasing as evidenced by print and electronic media, the language still has not shifted its position from being a foreign language to become a second language.

The teaching and learning processes are a communicative process. The communicative process must be created by delivering activity and exchanging instruction of information. The process covers knowledge, skills, ideas, and experiences, and so on.

Teaching cannot be defined as a part of learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, methods, and classroom techniques.⁹ An extended definition or theory of teaching will spell out governing principles for choosing certain methods and techniques. The theory of teaching, in harmony with our integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on given learners under the various constraints of the particular context of learning.

Teaching demands the combination of three elements; transmitting knowledge, teaching for the process of inquiry, and encouraging interpersonal relationships. The way of teaching and assessing will depend on the level and the goal the teacher selects before.¹⁰ Teaching is not a simple matter. Teaching is a systematic

⁹H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Pearson Education, 2005), p.8

¹⁰George Brown, *Effective Teaching in Higher Education* (New York: Routledge, 2002), p.15

activity that is included in many components. Every component cannot be separated, but the component is necessary for having good management in teaching. The component should also consider the ability of the teacher in managing the class, skill, and professionalism of the teacher so that the teaching goal can be achieved.

Based on the explanation above, the researcher concludes that teaching English is very important, especially in English as a Foreign Language because it will be useful for people's life. It can produce creation from their ideas or they can record something and so on. Moreover, teaching and learning a foreign language is not as easy as learning a native language. In learning a foreign language, the learners may meet all basic learners of learning problems dealing with how to arrange words into sentences that are quite different from those native languages.

2. Reading

a. Concept of Reading

According to Bambang reading is working on from the beginning but follows from what language learners already know.¹¹ Reading is what happens when people look at a text and assign meaning to the written symbols in that text. Meanwhile, according to Grabe, reading is the ability to draw meaning from the printed page and interpret the meaning or information appropriately.¹² Therefore, readers can get the meaning of what they read. Reading is an activity to get ideas or information from a text.

¹¹Bambang Setiyadi, *Op. Cit*, p,80

¹²William Grabe and Fredricka L.Stoller, *Teaching and Researching Reading*, (Francis: Taylor, 2011), p,3

Patel and Praveen state that reading is the most useful and important skill for people. This skill is more important than speaking and writing.¹³ It means that reading is the most useful and important skill for people or students.

Another definition stated by Brown that reading would be best developed in association with writing, listening, and speaking activity. Even in that course that may be labeled "reading". Your goal would be best achieved by capitalizing on the interrelationship of skill, especially the reading-writing connection.¹⁴ Reading is still regarded as the most effective input to improve student's competence and performance. On the other hand, in reading, the reader deals with words or combination of words written by the writer.

Based on the definitions above, we can conclude that reading is an active process to build the readers' comprehension. By reading, the reader will know what they read and the ideas of the writer. Reading is also important in our daily activities. Through reading, we can get new information, knowledge, and information about word development.

b. Concept of Reading Comprehension

Students could take the expectation from reading text. He or she has to comprehend the text to get the point of what they read. Reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word and word knowledge, and

¹³M. F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Vaishali Nagar: Sunrise, 2008), p,113

¹⁴H.Douglas Brown, *Teaching By Principles An Interaction Approach to Language Pedagogy*, (New Jersey: Prentice-Hall, 1994), p,298

fluency.¹⁵ It means in comprehending the text, the students take the expectation to get the point of what they read.

Further, reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use, and skill) as well as variables related to the text itself (interest in the text, understanding of text types).¹⁶ Reading comprehension means that a reader acquires information from reading. According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.¹⁷ According to Brown, there are some criteria of language assessment in reading skill as mentioned below:

- a. main idea (topic)
- b. expression / idiom / phrases in context
- c. inference (implied detail)
- d. grammatical features
- e. detail (scanning for a specifically stated detail)
- f. excluding facts not written (unstated detail)
- g. supporting ideas
- h. vocabulary in context¹⁸

¹⁵Klingner Janette K, Vaughn Sharon and Boarman Alison, *Teaching Reading Comprehension Students With Learning Difficulties*, (London: The Guildford Press, 2007), p,2

¹⁶*Ibid*, p,8

¹⁷H.Douglas Brown, *Op. Cit*, p,291

¹⁸Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Pearson Logman, 2004) p, 206

In other words, reading comprehension is the ability to understand information from the text. The reader should be careful reading to understand the total meaning of the passage. In this research, the researcher measured students' reading comprehension in the main idea, expression/phrase/idiom, inference, grammatical feature, a specifically stated detail of the passage, excluding facts not written, supporting idea and difficult vocabularies from context provides that provided in the form of the test by the researcher.

Based on the explanation above, the researcher concluded that reading comprehension is the ability to derive and understand information from the text. In reading comprehension, the readers also relate the ideas from the text to prior experience and their knowledge. This ability is indicated from the test given to measure students' reading comprehension in finding the main idea, expression/phrase/idiom, inference, grammatical feature, a specifically stated detail of the passage, excluding facts not written, supporting idea and difficult vocabularies from context provides that provided.

c. Concept of Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be mind as facilitate students performance this in comprehending texts, and provide students with many practice opportunities are encouraged in some comprehension enhancing the best known of which are reciprocal teaching, cooperative learning, and

reading recovery. During the teaching reading process, we must pay attention to the principles of teaching reading.

The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

- 1) Reading is not a passive skill.
- 2) Students need to be engaged with what they are reading.
- 3) The student should be encouraged to respond to the content of a reading text, not just to the language.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic.
- 6) Good teachers exploit reading texts to the full.¹⁹

Teaching reading is not a vacuum activity. Students must enjoy during the reading process. As we know the advantages of reading, so we must pay attention to how to increase reading text in the classroom. Teaching reading needs more than only read the text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

1. Pre-reading activity

This activity is designed to prepare the students for the actual reading of the selected materials. In other words, the teacher helps the students anticipate the text they will read. In the pre-teaching activity, the teachers introduce the topic by brainstorming through media, and pictures.

¹⁹Jeremy Harmer, *How to Teach English*, (England: Longman, 2001), p, 70

2. Whilst-reading activity

This activity is the core activity in the teaching-learning process. Whilst reading activity, the teacher distributes the text to the students. Ask the students to read the text, after that the teacher will give explanations about the text, and ask the students to do assignment based on the text

3. Post-reading activity

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher asks the students to retell about the text and make a summary of the text.²⁰

It can be concluded that the teacher teaches reading by the plan in the class. Teaching reading is using pre-reading activity, whilst-reading activity, and post-reading activity. Based on the explanation above, it can be inferred that the teacher should know the process of teaching reading by encouraging the students to read as much as possible. The teacher also should make a plan to be easy in the process of teaching reading in the class. It can make the students are interesting, more active and the students usually are easier to comprehend the text in the learning process, especially in reading.

d. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful

²⁰H. Douglas Brown, *Teaching by Principles: An Interaction Approach to Language Pedagogy* (Englewood Cliffs: Prentice-Hall, 1994), p.85

written text.²¹ It means that text was a particular paragraph that could be spoken or written text.

According to Haylan, he states that text has a structure, they are orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²² Meanwhile, language is always produced, exchanged, or received as a text that is language as a system of communication is organized as cohesive units we call texts.²³ It means that text consists of grammatical words, clauses, and sentences that can be a system of communication.

The text structure was how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects of a certain unified and coherent text.²⁴ According to Emilia that a text has texture and good characteristic²⁵, as follows:

a. Coherence

Coherence refers to a group clause or sentences relate to the context.

Coherence is divided into situational coherence and generic coherence.

Situational coherencies the reader can identify the text as one of the kind texts such as recount, procedure, narrative, exposition, discussion, and report and can identify the structure in the text.

²¹Mark Anderson and Kathy Anderson, *Text Type in English*, (South Melbourne: Macmillan Education Australia, 1997), p.1

²²Ken Hayland, *Teaching and Researching Writing*, (2nd Edition), (Edinburgh Gate: Pearson, 2009), p.8.

²³Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29.

²⁴Sangam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.3.

²⁵Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi, 2011), p.8.

b. Cohesion

Cohesion refers to how the writer relates each part of the text.

Based on that explanation, it can be inferred that text is both spoken and written text. It could be a word or phrase or sentence or discourse. A good text was a text that relates to the theme, used correct grammatical and generic structure appropriate with the text, and could be understood by the reader.

e. Concept of Genre Text

According to Siahaan and Shinoda text is a meaningful linguistic unit in a context.²⁶ Text is a human-readable sequence of characters and the words they form that can be encoded into computer-readable formats. Based on the generic structure and language features are dominantly used. According to Anderson and Anderson text types in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure, recount. These variations are known as genre.²⁷

a. Spoof

Spoof text is a text to retell an event with a humorous twist.

b. Recount

Recount text is a text to retell events to inform or entertain.

c. Report

²⁶Sanggam Siahaan, Kisno Shinoda. *Generic Text Structure*, (Yogyakarta: Graha Ilmu 2008), p, 1

²⁷Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Australia: Macmillan,2003), p, 3

Report text is a text to describe the way things are concerning a range of natural, man-made, and social phenomena in our environment.

d. Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something in the case.

e. News Item

News item text is a text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident.

g. Narrative

The narrative text is a text to amuse, entertain, and to deal with the actual or vicarious experience in different ways.

h. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place, or thing.

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an artwork or event for a public audience.

f. Concept Descriptive Text

Descriptive text is a kind of genre text that contains describing people, places, or things. According to Matthews descriptive text is a way to explain events in or states of the world²⁸. Schwegler adds that descriptive text is a text used to expose the details about places, people, qualities, emotions, moods, etc²⁹. So, descriptive text is a text that describes the details of events or something.

Descriptive text is a description that is used to describe what a person looks and acts like.³⁰ Description text should be detailed, clear, and render the represented reality chronologically. The descriptive text uses a lot of flowery adjectives and adverbs to describe what is going on or how something appears. More than any other kind of writing, descriptive writing strives to invoke a vivid and involved experience for the reader. It is often considered as one of

²⁸ Matthews, Peter, *The Concise Oxford Dictionary of Linguistics*, (Oxford: Oxford University Press, 1997), p.94.

²⁹ Schwegler, Robert A, *Patterns of Exposition 9th Ed.* (Boston: Pearson Education Inc., 2010), p.351.

³⁰ Kenneth Beare, *Writing Descriptive Paragraph*, (Educational Journal 2012).

the most creative forms of writing since it is basically about being able to evoke emotions in the reader through the power of words.

Common describes description is a strategy for representing a verbal portrait of a person, place, or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of “what it looks like.” A successful description does not depend on merely visual effects, however. According to a pattern that helps your readers understand why you think is interesting.³¹

Besides, Siahaan states that Description is a written English text in which the writer describes an object. It can be a concrete object such as a person, an animal, a plan, a car, etc. It can also be an abstract object such as an opinion, idea, love, hate, belief, etc. In this case, as a product of writing, the text functions to reflect what is being described to the readers. The followings are some paragraph models about picturing some objects.³² Descriptive is a text that has a social function to describe a particular person, place, or thing.

On the other hand, the descriptive text also has the social function differed from other genres. According to Kramsch the social function of the genres is based on the name of the text itself³³. So, the descriptive text aims at describing the details of something. It means that if the text is explained about ‘My house’, the text has a social function ‘to describe the details of my house’.

The parts of the descriptive are as follows:

³¹McCrimmon, *Writing with a Purpose*, (Houghton Mifflin Company:1984), P 163

³²Sanggam Siahaan. *The English Paragraph*. (Yogyakarta: Graha Ilmu, 2008), P 119

³³Kramsch, Claire, *Language, and Culture*, (Oxford: Oxford University Press, 1998),

1. Social Function

To describe a particular person, place, or thing.

2. Generic Structure

- a. Identification: Identifies the phenomenon to be described.
- b. Description: Describe parts, qualities, characteristics.

3. Significant Lexico grammatical Features

- a. Focus on specific participants.
- b. Use of attribute and identifying process.
- c. Frequent use of epithets and classifiers in the nominal group.
- d. Use of simple present tense.³⁴

Example of descriptive text

- **Describing a place**

My room is very small but comfortable. It is a small rectangular room with a white ceiling and green walls. As you enter the rooms, straight ahead you will see two large windows with gold curtains. My bed, which is covered with a red and gold bedspread, is under the windows. On your left, against the wall, there is a large bookcase filled with books. There are several posters on this wall. The one that is over the bookcase shows an interesting scene from our country. The one that is over the desk is my favorite singer.

Based on the explanation above the writer concludes that descriptive text is drawing important of thing as clear as possible, so the readers understand

³⁴Intan Kirana, *Characteristic of Descriptive*, (Educational Journal, 2010) p.3.

what the writer means. The purpose of descriptive text is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or a thing, we aim to reveal a subject through vivid and carefully selected details.

g. Students Reading Comprehension of Descriptive Text

The readers have different ways to get information from the text. McDonough et.al. State usefully classifies reading into getting general information from a text, getting specific information from a text, and for pleasure or interest.³⁵ then, Siahhaan states that the receptive written language skill is called reading. It is the skill of a reader or a group of readers to interpret information transfer by a writer.³⁶ moreover Patel and Jain state that reading means understanding the meaning of printed words i.e. written symbols.³⁷ it means that reading is understanding the meaning of each word of the text to get information. In the reading after the readers read the text and get information, they can share with other people.

Reading is not only to get information from a text but also to read for pleasure. The reader can choose the material text for making pleasure. According to Oakhill et.al, reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if

³⁵Jo McDonough, *Materials and Methods in ELT: A Teacher's Guides 3rdEd* (Oxford: Blackwell Publishing, 2013), p.111

³⁶Sanggam Siahhaan, *Op.Cit*, p. 3

³⁷M.FPatel and Praveen M. Jain, *Op.Cit*, p.113

they can not identify (decode) the words that text.³⁸ harmer states that reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.³⁹ it means that students understand and comprehend the text is not as read-only but should know the meaning of every word in the text. Students should seek information from what they read.

Patel and jain state that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure, and concepts.⁴⁰ It means that reading comprehension is understanding the meaning of the text, includes vocabulary, generic structure, and lexicogrammatical features of the text. The reader is reading the text will understand all the specifications in reading comprehension. Then, they will have their understanding of the information of the text. In the reading activity, the readers must understand about reading comprehension clearly. Reading must know the specification of reading comprehension.

According to Brown, there are eight specifications in reading comprehension includes main idea, phrases in content, inference (implied detail), grammatical feature, details (scanning for specifically stated detail), excluding fact not written (unstated details), supporting the idea, and

³⁸Jane Oakhill, Kate Cain, and Carsten Elbro, *Op.Cit*,p.1

³⁹Jeremy Harmer, *Op.Cit*,p.101

⁴⁰M.F Patel and Jain, *Op.Cit*,p.133

vocabulary.⁴¹ It means that the readers have to know the specification of reading comprehension to get the information from the text. the one type of text of reading is descriptive text. According to gerot and wignell, description text is describing a particular person, place, or thing.⁴² It means that descriptive text is a kind of text which describes something such as a person, place, or thing to give details for the readers. The reader reads the descriptive text to understand all the components of descriptive text and specification in reading comprehension so that they get information in the text.

Furthermore, reading comprehension of descriptive text is understanding information in the descriptive text. The reader can get detailed information by knowing the specifications of reading comprehension. It can help readers to understand the content of the text. Then, the reader also has to keep attention generic structure and lexicogrammatical features of the descriptive text. Based on the explanation above, it can be inferred that reading comprehension of descriptive text is understanding detail information in the descriptive text by considering about eight specifications of reading comprehension includes main idea, phrases in content, inference (implied detail), grammatical feature, details(scanning for a specifically stated detail), excluding fact not written (unstated details), supporting the idea, and vocabulary content.

⁴¹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (NewYork: Longman,2003), p.206

⁴²Linda gerot and Peter Bignell, *Loc.Cit*

B. Summarizing Strategy

a. The Concept of Summarizing Strategy

There is the place for post-reading tasks but, as with pre- and while-reading tasks, the activity needs to be motivated by the genre, the context of learning, and likely learner purpose. Some texts naturally lend themselves to follow-up writing task⁴³

According to Brown in Nguyen, Summarizing is a strategy that allows students to understand what is being read and is therefore it helps them retain important ideas and information given in a particular text.⁴⁴

Based on some theory above, it can be concluded that reading is the way people read. Without the benefit of reading, the students can not become an effective writer. Students can use reading as a model for their writing, or they can write about readings.

Many strategies can be done after reading, especially on writing, but the writer just focuses on summarizing. “Summarizing a text is one of write after reading Strategy”.⁴⁵ Wahjudi also states that “One of Interactive Post-Reading Strategy Focusing on Writing is Summarizing”.⁴⁶ This activity enables students:

1. To identify the writer's main ideas

⁴³s. Chatrine Wallace, *Op Cit* p.4

⁴⁴Nguyen Buu Huan, *Summarizing Strategy: Potential Tool Promote English As A Foreign Language (Efl)*, (European Journal Of Education Studies, 2017: Volume 3).

⁴⁵Gorgen, I., *The extent to which pre-service Turkish language and literature teachers could apply summarizing rules in informative texts*. (Educational Research and Reviews, 2015, volume 10), p. 308-312.

⁴⁶Grabe, W. Current developments in second language reading research. (Cambridge: *Tesol Quarterly*, volume 25(3),1991), p. 375-406.

2. Recognize the purpose or intent of the selection.
3. Distinguish between relevant and irrelevant information,
4. Note the evidence for support of main ideas,
5. Detect the organizational pattern of the author,
6. Follow the material sequentially.

To be a good summarize should be comprehensive, concise, coherent, and independent. These qualities are explained below:

1. A summarize must be comprehensive. You should isolate all the important points in the original passage and note them down in a list. Review all the ideas on the list, and include a thesis or main idea.
2. A summarize must be concise. Eliminate repetitions in the list. Summarize should be considerably shorter than the source
3. A summarize must be coherent. It should make sense as a piece of writing of points.
4. A summarize must be independent. Do not imitate the author of the text you are writing about. Instead, use your own words to express your understanding of what you have read. After all, summarize is based on your interpretation of the writer's points or ideas. You should be careful not to create any misrepresentation or distortion by introducing comments or criticisms of your own.⁴⁷

Based on some theories above the writer assumes up that in writing summarize the students should understand the content of what they have read

⁴⁷Hardebeck, M. M. *Effectiveness and usage of reading comprehension strategies for second-grade title 1 student*, (Minnesota State University, Minnesota.: 2006), p. 127.

and know how to put ideas together. The students should rewrite text given by using their word and should be briefer than the original text. Furthermore, If the students have good reading comprehension they will be able to comprehend and rewrite a text.

b. The Procedure of Teaching Reading through Summarizing Strategy

The procedure of writing summarize, as follow:

- a. Have students take notes on or highlight the major ideas in a reading passage, either while they read or after reading.
- b. Monitor the students' understanding of the reading by asking them to retell in their own words what they can remember from the reading, first in pairs and then with the whole class. Clarify any misconceptions or areas of confusion.
- c. Ask students to work in pairs or small groups to agree on a list of the main ideas from the reading. Have them refer to their notes or their annotations in the text.
- d. As a class, ask students to share their lists. Write their ideas on the board.
- e. Discuss with students which ideas are the most important. Invite them to suggest any details on the list that don't contribute to the overall understanding of the text and could be eliminated.
- f. When the list of main ideas seems complete, have students work in pairs to put the ideas in a logical order. Then, come back together as a class to organize the ideas written on the board or chart paper

- g. Go over the guidelines for writing a summarize.
- h. Ask students to put aside the text and to use the ideas they listed and organized to write a paragraph summarizing the reading.⁴⁸

c. The Strengths of Writing as the Summarizing Strategy

The writer indicates the strengths of teaching reading by using Summarizing Strategy. They are:

- a) By using a summarizing strategy that leads to encouragement to use other cognitive strategies, including questioning, predicting, rereading, verifying which are significant to comprehension.
- b) Motivate students to connect new ideas or concepts in the text with their prior knowledge
- c) Writing summarizes can help students increase comprehension or comprehend texts at a great level.
- d) Students may become more critical readers.⁴⁹

d. The Weaknesses of Summarizing Strategy they are:

- 1) It needs much time for the students to think and point in line in arranging the sentences and make summarize from the passage.
- 2) The students found unfamiliar words because they do not enough vocabulary in their memory when they write.⁵⁰

4. 3-2-1 Strategy

⁴⁸Leslie Giesen, *Activities for integrating reading and writing in the language classroom*, (Brattleboro: School International)

⁴⁹*Loc, cit.*, Nguyen.

⁵⁰*Ibid.*, Nguyen.

a. Concept of 3-2-1 Strategy

Zygouris Coe, Wiggins, and Smith stated 3-2-1 is a reading strategy that requires students to participate in summarizing ideas from the text and encourages them to think independently, and invites them to engage with the text.⁵¹ According to Kusiska, the 3-2-1 strategy allows students to be active learners to do inquiry of the reading and active constructor of understanding the reading.⁵² 3-2-1 strategy is one strategy that can be applied to basic learners, whose purpose was to improve students' reading comprehension in teaching descriptive text.

3-2-1 strategy has 3 steps (3 things you discovered, 2 interesting things, and 1 question you still have).

- a. The first step, 3 things you discovered. This step requires students to focus on and cite three discoveries made during reading. Because the reading is about the descriptive text, the students are encouraged to pay attention to the description or the characters of a particular thing, place, or person.
- b. The second step, 2 interesting things. Students must list two things that stood out as being something interesting to them related to general information that the students get from the texts.
- c. The last step, 1 question you still have. Students may ask about the unclear explanation about the text, or misunderstood or conceptual

⁵¹Zygouris-Coe, V., Wiggins, M. B., & Smith, L. H. *Engaging students with Text: The 3 - 2-1 Strategy The Reading Teacher*. 2004, p. 381.

⁵²Kusiska, Rini, *Using 3-2-1 Strategy in Reading Comprehension to Improve Students' Involvement in Active Learning*, Pontianak: Thesis Fkip Intan, 2014.

gaps. Students should focus on the question that is meaningful for understanding the text.

The procedures for applying the 3-2-1 teaching strategy are clarified into 3 parts.

1. In pre-reading (exploration phase), the teacher starts the lesson by brainstorming students about describing people. The teacher shows some pictures of the character of the person and lets students guess and increase their knowledge.
2. After that, the teacher distributes the reading text,
3. then the teacher shows students a 3-2-1 chart for summarizing the reading. The teacher gives modeling on how to complete the chart. In the elaboration phase, the teacher puts students into groups.
4. Then, the teacher distributes the reading text.
5. Next, the teacher asks students to read the text by reading silently.
6. After reading, the teacher gives the students a 3-2-1 chart and asks them to complete the chart. Students may discuss it with their pair.
7. After completing the charts in group works, the teacher and students discuss for the whole class.
8. Finally, in pre-reading (confirmation phrase), the teacher asks students to recall what they learn by reflection activity. At the end of the

activity, the teacher asks students to answer the reading comprehension test.⁵³

To sum up, the 3-2-1 strategy allows students to be active learners to do inquiry of the reading and active constructor of understanding the reading. Each student has their ideas to write 3 characteristics they describe. 2 general things and 1 question from the reading. Then students become more confident to strengthen and understand the learning process.

B. Frame of Thinking

Reading is one of the four language skill has to be mastered by the students who study English. Reading is very helpful to increase someone's knowledge and insight because reading students able to get new information.

Summarizing Strategy provides students to improve their reading comprehension about the understanding of what they have read, explore ideas from the text, extract and organize information, and the last they get practice in using vocabulary and sentence patterns they found in the reading into the written form especially in descriptive text.

C. Hypothesis

The hypothesis of the research as follows:

Ha: There is a significant influence of using summarizing Strategy towards student's reading comprehension in the descriptive text of the

⁵³Riya Yulharmaini, Sofian, Bambang Wijaya, *Improving Student's Comprehension In Reading Descriptive Text By Using 3-2-1 Strategy*, Tanjungpura University Pontianak, 2017.

second semester of the seventh grade of SMP wiratama mandala ulubelu in the academic year of 2020/2021.

H_0 : There is no significant influence of using summarizing Strategy towards student's reading comprehension in the descriptive text of the second semester of the seventh grade of SMP wiratama mandala ulubelu in the academic year of 2020/2021.



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